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**STUDENTS WITH DISABILITIES ATTITUDES REGARDING
ACCOMMODATIONS AND SERVICES PROVIDED
BY DISABILITY SERVICES**

by

Yvonne Blackwell

A Thesis

Submitted to the
Department of Educational Services and Leadership
College of Education
In partial fulfillment of the requirement
For the degree of
Master of Arts in Higher Education
at
Rowan University
December 8, 2018

Thesis Chair: Burton R. Sisco, Ed. D.

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Acknowledgments

I would like to express my appreciation to Dr. Burton Sisco for his guidance and support through this thesis process. I would also like to express my appreciation to my professors during my graduate school experience. I have gained the skills and knowledge needed to become successful in the field of Higher Education Administration. I would also like to show appreciation to my fiancé for supporting me through this rigorous journey.

Abstract

Yvonne Blackwell

STUDENTS WITH DISABILITIES ATTITUDES REGARDING ACCOMODATIONS AND SERVICES PROVIDED BY DISABILITY SERVICES

2016-2017

Burton R. Sisco, Ed.D.

Master of Arts in Higher Education

The purpose of this study was to investigate students with disabilities attitudes regarding the accommodations and services provided to them from the Academic Success Center, Disability Resources at Rowan University. The study was also created to understand students with disabilities attitudes towards faculty knowledge and understanding of disability laws and accommodation policies at Rowan University. This study was structured based on prior research on *Enhancing Engagement of Students with Invisible Disabilities* completed at Rowan University (Abdullah, 2015). The study subjects included students with disabilities who were registered with the Academic Success Center: Disability Services at Rowan University. Key findings suggest that the majority students registered with the Office of Disability Services at Rowan University were satisfied with services and accommodations. Findings also found that many students were unaware and/or not knowledgeable of disability related laws. Recommendations include creating seminars to better educate students on relevant disability related laws. Faculty and administrators would also benefit from yearly seminars and trainings to learn new and effective methods to implement services and accommodations for students with disabilities.

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Chapter I

Introduction

According to Dutta, Kundu, and Schiro-Giest (2009), only 9% of the 14 million undergraduates and two million graduate students have a documented disability. Students with disabilities report a higher drop out rate, lower participation, and difficulties with long term success; and for this reason it is important for higher education institutions to provide appropriate, adequate, and effective accommodations for students with documented disabilities (Dutta et al., 2009). It is believed that both secondary and postsecondary institutions are responsible for the success of students with disabilities. “It is necessary that both secondary and postsecondary institutions facilitate collaboration with students with disabilities, their families, the community, state vocational rehabilitation agency, and the social services system in designing an effective transition plan” (Dutta et al., 2009, p. 11). There are many barriers that hinder disability related services such as, eligibility determination, information sharing, and lack of resources (Dutta et al., 2009). For this reason, it is important to have the student perspective of satisfaction with the accommodations and services provided to them from disability related services.

Statement of the Problem

Education is as important for students with or without disabilities. Students with disabilities have the same desire to obtain a college education, gain independence, and receive social respect just as non-disabled students (Kundu, Dutta, Schiro-Geist, & Crandall, 2003). Accommodations are very important to students with physical and hidden disabilities. It is crucial for faculty and administrators to understand how to

effectively accommodate, integrate, and engage the disabled student population. Student satisfaction and perception is important when it comes to accommodations. According to Kundu et al. (2003), “over the past decade there has been a 90% increase in the number of colleges and universities admitting persons with disabilities” (p. 45). As a result of the increase enrollment patterns, higher education institutions must enhance the size and diversity of their disability related support services in variety and complexity (Kundu et al., 2003). A disconnect occurs when faculty and administration are not knowledgeable on the services and accommodation that are needed in order for disabled students to successfully complete their college education. Abdullah (2015) suggested, “the lack of knowledge lead to various assumptions about the capabilities that students with disabilities have or do not have, understanding how to engage and integrate students with disabilities intellectually, socially, or physically could potentially increase graduation rates” (p. 2). The ultimate goal for students with disabilities should be a successful completion of a college degree, which is possible with the appropriate availability of support programs, accessibility, and accommodations (Kundu et al., 2003).

Significance of the Problem

Student satisfaction of services provided to them is what matters the most. Even though there are many issues and challenges surrounding disability related services, the main focus should always be on the student. There is very limited research on student perceptions and satisfactions rates on the quality of services provided to them. Understanding the students’ perspective could make disability related programs better, which in turn becomes beneficial for the student. It is important for faculty and administrators to understand the students who are in their classrooms (Abdullah, 2015).

“Awareness and understanding could assist a practitioner’s approach and technique, which could possibly enhance a disabled students’ learning experience” (Abdullah, 2015, p. 3). Also creating and having an effective disability resource center could enhance students’ with disability success in higher education.

Purpose of the Study

The purpose of this study was to investigate students with disabilities satisfaction with the accommodations and services provided to them from the Academic Success Center, Disability Resources at Rowan University. Shariese Abdullah (2015), a Rowan University alumnus conducted a similar study concerning students with hidden disabilities in higher education. Abdullah (2015) focused on the methods used to accommodate and engage students with disabilities during their college experience at Rowan University. Her study also focused on how the engagement process impacted their accommodations, interaction with faculty, disclosure, and involvement. This study relates to this investigation because it reflects the concerns of students with disabilities and their satisfaction with services. Abdullah (2015) also integrated student development theories that are relevant to this investigation; Abdullah’s study was very important to my investigation because it signified similar research concerning students with disabilities in higher education institutions. Dutta (2001) also conducted a comparable study, focusing on the need and satisfaction with university based disability related support services received by students with disabilities. The number of students with disabilities is increasing, which means the services provided should be at the same quality. “As the number of students with disabilities increases significantly, such institution based support services continue to play a significant role in enabling them to become self sufficient,

successfully encounter challenges of academia, and achieve their optimal levels of functioning (Dutta, 2001, p. 2). The availability of these services will help institutions better accommodate and retain students with disabilities (Dutta, 2001).

Assumptions and Limitations

This study assumed that students expressed satisfaction with the services and accommodations received from the Academic Success Center: Disability Services at Rowan University. I assumed all participants who partook in the study were honest and answered all questions to the best of their ability. The population selected was not a broad population, but a limited population of students who were enrolled with disability services. This limited population may cause limitations due to the small number of students who were surveyed. Due to my past experience of conducting research at Rowan University, another limitation would be the lack of student response. Students really do not like to contribute their time without incentives. In order to limit limitations, I included a gift card to a random participant. Another limitation is time. If students do not return surveys in a timely manner, the response rate can be less than 50%. Because of my past experience in dealing with time constraints, it was important for me to distribute my survey during a different time frame. I distributed my survey early in the spring semester, while students had a lighter workload. Creating a comprehensive survey could also be a limitation when dealing with students with disabilities. According to Abdullah (2015), “when constructing a questionnaire for students with disabilities, an important factor is that each question is comprehensive and clear for all students with all types of disabilities to understand” (p. 5). As an intern with the Academic Success Center, there was potential for bias. As an academic coach and a staff of the Academic Success Center, I believed

that as an office we provided extraordinary services to the students served. While distributing the survey, as a researcher I wanted to be unbiased and focus on the students' perspective of the quality of services provided to them.

Operational Definition of Terms

1. Accommodations: Services that are given to those that are legally disabled to help them attain educational opportunities that students who are not disabled are given (Abdullah, 2015).
2. Americans with Disability Act 1990 (ADA): "Americans with Disabilities Act 1990 (ADA) is a law that guarantees equal opportunity for individuals with disabilities in public or private sector services and employment. Title II of the ADA prohibits all state and local government entities, including public colleges and universities, from discriminating against people with disabilities" (Disability Rights California, 2013, p. 5).
3. Disability Services: Disability Resources at Rowan University provides accommodations and assistance to students with various documented disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 (Rowan University, 2015).
4. Physical Disabilities: Physical disability is when a person has total or partial loss of their bodily functions or part of the body. Students who are classified to be physically disabled include but not limited to: amputations, arthritis, cerebral palsy, multiple sclerosis, muscular dystrophy, and spinal bifida (Physical Disability of Council NSW, 2009).

5. Public Law 94-142: Public Law 94-142 is a law that assures that all children with disabilities have appropriate public education, which emphasizes special education and related services designed to meet their unique needs (U.S. Department of Education, 2010).
6. Section 504: Section 504 is a federal law that protects students with disabilities and ensures that students with disabilities has equal access to education, it also provides different resources to enhance the students' life, education, employment, and volunteerism (U.S. Department of Education, 2015).

Research Questions

The study addressed the following questions:

1. What are the attitudes of students with disabilities regarding the quality of services provided to them from the Office of Disability Services at Rowan University?
2. Are the services provided to students with disabilities beneficial to their success and completion at Rowan University?
3. What are the attitudes of students with disabilities regarding faculty knowledge and understanding of disability laws and accommodation policies at Rowan University?

Overview of the Study

Chapter II of the investigation includes research on relevant disability laws. This chapter also includes research on physical and hidden disabilities.

Chapter III describes the methodology used in the study. In this section discussion focuses on the context of the study, population and sample selection, instrumentation used in the study, procedures for collecting data, and how the data were analyzed.

Chapter IV discusses the findings of the study in a table and narrative format. This chapter provides data to answer the research questions posed in Chapter I.

Chapter V summarizes the study, and discusses the findings in relation to the literature presented in Chapter II. Recommendations for further practice and research are also suggested in this chapter.

Chapter II

Review of Literature

This study focuses on students with disabilities satisfaction with the accommodations and services provided to them from the Office of Disability Services at Rowan University. This study is geared to help the faculty and administrators at Rowan University better assist and accommodate students with disabilities. Providing legitimate information on whether students are satisfied with the disability services given to them is important to Rowan University. Because there is little research that measures what students perceive about their satisfaction of services provided, a discussion on student engagement between faculty, administrators, and students is an important factor. Overall, if students feel as though they are engaged with the faculty that facilitates services for them, the overall satisfaction rate may increase.

Introduction

The focus of this study was to determine whether students are satisfied with accommodations received by disability services at Rowan University. This study also focuses on the students' need for disability accommodations within higher education institutions. Despite research on students with documented (invisible) disabilities, more research is needed at Rowan University to gauge what students perceive about the satisfaction of services provided and the importance to the services provided to them. Dutta (2001) states, "the perception of satisfaction derived from and quality of services received by students with disabilities plays a significant role in their achievement of academic goals, transition to work, and the fullest community re-integration" (p. 12). This suggests that student satisfaction with the accommodations they receive play a big

part in their future. “It is also important that these students receive quality support services to facilitate learning of skills and competencies that are required to fulfill and satisfy day-to-day demands of academia, work, and social settings” (Dutta, 2001, p. 12). The participation of students with disabilities is increasing in higher education institutions due to the incorporation of the Americans with Disabilities Act (Dutta, 2001).

Students with Disabilities in Higher Education

Students with disabilities is defined as those who reported that they had one or more of the following conditions: a specific learning disability, a visual handicap, hard of hearing, deafness, a speech disability, an orthopedic handicap, or a health impairment (National Center for Educational Statistics, 2015). “There has been a significant increase of students in higher education institutions. Over the past decade, there has been a 90% increase in the number of colleges and universities admitting persons with disabilities” (Kundu et al., 2003, p. 45). With the increase of students in higher education institutions, it is reasonable to assume that all student accommodations needs would be met at a satisfactory rate. According to Kundu et al. (2003), “many postsecondary educational settings that admit students with disabilities have not kept pace with the increase in the number of students with disabilities enrolling at their institutions” (p. 45). “It is imperative that institutions enhance the size, diversity, availability, and accessibility of their disability related support services in variety and complexity” (Kundu et al., 2003, p. 45). According to the National Center for Educational Statistics (2015), 11% of undergraduates in both 2007–2008 and 2011–2012 reported having a disability. In 2011–2012, 44% of undergraduates with disabilities were male and 56% were female.

Traditionally the United States has looked up to higher education institutions to improve social problems of inequality and the lack of access to all students (Dutta, 2001). This is why secondary education is especially important to students with disabilities to have the opportunity to learn how to gain independence, social respect, and acceptance (Dutta, 2001). There has been limited research in higher education surrounding students with disabilities and disability services. The history of disability services and rights within higher education has been unrecognized in sources that may provide information to practitioners in higher education (Madaus, 2011). Disabilities within higher education have been around for a long time. In 1864, Congress approved legislation for President Lincoln to authorize the establishment of a college division at the Colombia Institution for the Deaf and Dumb, which is now known as Gallaudet University (Madaus, 2011). “Beyond Gallaudet, examples of individuals with disabilities existed in higher education, such as Helen Keller who attended Radcliffe College from 1900-1905” (Madaus, 2011, p. 6). Ultimately, veterans were the first population with disabilities that were granted access into higher education. “After World War I, the federal government passed the Vocational Rehabilitation Act of 1918, which led to educational assistance for some veterans with disabilities” (Madaus, 2011, p. 6). Madaus (2011) confirms in his research that with not only physical disabilities, but students with learning disabilities has grown dramatically over the years, and because of this drastic growth there are new demands placed on institutions. “College campuses are faced with new issues related to providing services for an increasingly diverse student body, including ensuring access to evolving technologies, quality instruction, and appropriate support services” (Madaus, 2011, p.

13). This goes to show the drastic changes institutions are required to make in order to better accommodate students' with disabilities.

Relevant Laws

Section 504 is a federal law that protects students with disabilities and ensures that students with disabilities have equal access to education (U.S. Department of Education, 2015). Section 504 is a civil rights statute that prohibits discrimination against individuals with disabilities. In all cases students who are protected under Section 504 are individuals who are in programs and activities that receive federal financial assistance from the U.S. Department of Education (U.S. Department of Education, 2015). "The law is intended to prepare disabled students for personal independence, and with accommodations, these individuals can lead a productive life and accomplish their educational goals" (Abdullah, 2015, p. 13). Additionally, Section 504 prohibits and program financial assistance from discriminating against an individual because of his or her disability, which covers any college or university that receives direct or indirect federal financial assistance, including those who accept students who receive financial aid (Disability Rights California, 2013).

Section 504 provides: No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . . (U.S. Department of Education, 2015, para. 2)

Americans with Disabilities Act 1990 (ADA) is a law that guarantees equal opportunity for individuals with disabilities in public or private sector services and

employment. Title II of the ADA prohibits all state and local government entities, including public colleges and universities, from discriminating against people with disabilities (Disability Rights California, 2013). Furthermore, Title III of the ADA prohibits private colleges and universities from discriminating against people with disabilities (Disability Rights California, 2013). Under ADA public colleges has to have program access and private colleges are required to remove barriers and ensure equal opportunities. Colleges and universities are responsible for improving access for all students, staff, faculty and visitors, maintain accessible features, and inform users of accessible facilities and routes. The ADA is enforced by multiple federal agencies, including the Department of Justice, Department of Labor, and the Equal Employment Opportunity Commission. (Higher Education Compliance, n.d.)

Public Law 94-142 is a law that assures that all children with disabilities have appropriate public education, which emphasizes special education and related services designed to meet their unique needs (U.S. Department of Education, 2015). This law helped improve access to education for students with disabilities, and to improve how students with disabilities were identified and educated (U.S. Department of Education, 2015).

Public Law 94-142 was a response for nearly one million children with disabilities who had been excluded entirely from the education system. The law also supported children with disabilities who had had only limited access to the education system and were therefore denied an appropriate education. (U.S. Department of Education, 2015, para. 3)

Under the laws addressed, all students are entitled to accommodations that ensure

they are in an effective learning environment. Nearly all colleges and universities are subject to following the rules of the ADA, Section 504, or both (Higher Education Compliance, n.d.). Students who have physical or mental impairment that limits major life activities are in need of these laws in order to be successful students. Without these laws that were established years ago, there would almost certainly be no access for students with disabilities in higher education today. Assuming even if there were an access point for students with disabilities in higher education without Section 504, Americans with Disabilities Act, or Public Law 94-142, there would be no requirement for accommodations for these students.

Physical Disabilities

There are many reasons why students with disabilities are increasing in institutions of higher education. The reasons include changes in the law, increased public awareness, advances in medical technology, and growing number of middle aged and older college students entering college (Fichten, 1988). When discussing students with disabilities people often think of those individuals that have noticeable disabilities such as blindness, deafness, or mobility impairments. According to Physical Disability Council of NSW (2009), physical disability is when a person has total or partial loss of their bodily functions or part of the body. Students who are classified to be physically disabled include but not limited to: amputations, arthritis, cerebral palsy, multiple sclerosis, muscular dystrophy, and spinal bifida (Physical Disability of Council NSW, 2009). Students with physical disabilities have the same educational goals as students with invisible disabilities, and even students with no disabilities at all (Fichten, 1988). That goal is to ultimately get a job, gain independence, and have financial security (Fichten,

1988). Aside from obtaining a college degree, students with physical disabilities have a greater challenge while in college.

Students with disabilities have additional needs attributable to those disabilities such as, living on their own and dealing with the disability in an educational environment. The daily life tasks of those individuals with a disability are more complicated than students without disabilities. (Paul, 2000, para. 3)

Students with physical disabilities needs are crucial on their college campuses. These students must have parking, transportation, and building accessibility accommodations to comfortably attend classes. Abdullah (2015) agrees by stating, “Making the necessary academic adjustments is important for the success for students with physical disabilities because some of these students may travel in wheelchairs, scooters, or other mobility devices” (p. 14).

Hidden Disabilities

According to Wolf (2001), the term-hidden disabilities refer to the disabilities that are less visible than physical disabilities, such as mobility impairments. Students with hidden disabilities have major or minor psychiatric disabilities, attention deficit disorder, learning disabilities, traumatic brain injury, and other neurocognitive disorders and chronic medical conditions that may interrupt academic functioning (Wolf, 2001). Students with hidden disabilities may face more misconceptions and stereotypes of their disabilities because it is not visible to the eye (Wolf, 2001). Students with hidden disabilities may struggle more during college due to deficits in attention, planning and organization, memory, and high order conceptual thinking, which are connected to

hidden disabilities such as ADHD, learning disorders, depression, and anxiety disorders (Wolf, 2001). Students with hidden disabilities need the support by having useful accommodations to help them succeed in light of their disabilities that may hinder learning

Student Satisfaction and Perceptions

Students with disabilities are entering higher education institutions at a high rate, and because of this it is important for colleges and universities to properly develop disability related services for these students. Student satisfaction rates and the way students' perceive the services provided to them can play an important role to institutions in order for them to improve services.

According to Kundu et al. (2003),

Out of the 3,680 institutions admitting students with disabilities from 1996 to 1998, 98% provided at least one support service; 88% provided alternate test-taking formats or additional time; 77% offered tutorial services; 69% offered readers, classroom note takers; 62% provided registration assistance or priority class registration; 55% provided assistive listening devices or talking computers; 45% offered sign language interpreters or translators; and 42% offered course substitutions or waivers. (p. 46)

Overall the percentage rate for support services for students with disabilities are moderate, but can be better. In terms of addressing the unique needs for students with disabilities and ensuring equal access to educational opportunities, support services that colleges and universities are offering are falling short (Kundu et al., 2003). Institutions have the ability and services to satisfy the needs of disabled students, but sometimes

these needs may be unrecognizable to the institution (Kundu et al., 2003). “Due to the lack of documented evidence in support of the provision and use of disability-related services, it is difficult to assess the efficacy of support in relation to student satisfaction” (Kundu et al., 2003, p. 46).

Kundu et al. (2003) conducted a study to determine students’ needs and satisfaction with disability related services. Student satisfaction was measured in terms of how satisfied the student felt about college life, accomplishment of academic and professional goals, and successful transition to work and independent life (Kundu et al., 2003). “In this study need was defined as those elements for each student’s life necessary for his or her social and psychological existence and support; and satisfaction was operationalized as a function of expectation” (Kundu et al., 2003, p. 47). Kundu et al. (2003) used a survey distributed to students who were registered with the Office of Disability Services at four universities. The response rate was relatively low, out the population of 1,589 only 445 completed the survey, which gave a 33% response rate (Kundu et al., 2003). Kundu et al. (2003) states that, “for a study involving consumers of disability-related services, a response rate of about 25% to 30% would be considered reasonable” (p. 47). Out of the four universities that participated, only three were aware of the Americans with Disability Act (Kundu et al., 2003). Some domains in the presented survey were unable to be calculated due to low sample sizes. Overall there were inconsistencies with the overall results, but the study found that the students from the universities who participated in the survey expressed satisfaction with the quantity and quality of services provided (Kundu et al., 2003). This can be disputed since the response rate was so low.

Accommodations

“The granting of an accommodation to a person with a disability is a major stipulation of the Americans with Disability Act 1990, which is a way of reducing discrimination against those with disabilities by leveling the playing field for them” (Paetzold et al., 2008, p. 27). Students with disabilities in higher education institutions need accommodations in order to succeed as a college student. Accommodations can vary from person-to-person, and also vary depending on whether the disability is a physical or hidden disability; this is why accommodations are determined through communication between the student, staff of disability services, and faculty (Cory, 2011). In order for students to obtain accommodations he or she must identify himself or herself first (Abdullah, 2015). “By law, students are expected to request accommodations, so typically the accommodations process begins with them” (Cory, 2011, p. 29). To receive accommodations students must request them, disclose their disability, and also provide documentation of their disability from a third party (Cory, 2011). According to Abdullah (2015), the law states that students do not have to disclose a disability, but if they do, medical documentation must be provided to verify disability (as stated by Cory, 2011). When it comes to accommodation students have a major responsibility in whether their needs are met. Students have the responsibility of delivering their accommodation letters to their professors in order to obtain the required accommodation. Rowan University provides reasonable accommodations for anyone to obtain equal access to educational or occupational programs and activities (Rowan University, 2015). Some accommodations Rowan University provide for the students who are registered with disability services include housing accommodations, testing services, tutoring, and academic coaching.

According to Jung (2002), “a request for accommodation also enters the disabled student into a social relation where their need for some alteration in the instructional setting or process confronts the needs, views, and teaching practices of instructors” (p. 188). But again, obtaining these accommodations are not only their rights as disabled students, but are required by law. These laws were created in order to help better establish equal instructional practices (Abdullah, 2015). Individuals may have negative perceptions of those who receive accommodations, or even view it as unfair.

Summary of the Literature Review

Accommodating and satisfying the disabled student body plays a major role in their success as students. Students with disabilities in higher education institutions need accommodations in order to succeed in college. It is also important for faculty and staff to understand how to serve students with disabilities. All disabilities are not the same and all students are not the same.

Faculty and staff are in a position of having to follow the mandates of law when they may or may not understand the nuances and complexities of it; past experiences or good intentions toward students with disabilities may not be enough. (Cory, 2011, p. 29)

Instructors deal with many students on a daily basis, which makes it difficult for them to know every detail about every disability, and accommodation letter they are presented (Cory, 2011). Also, “Disability Services staff are not always knowledgeable of every academic discipline, but together faculty and staff can create a plan for students that is effective in meeting overall needs” (Cory, 2011, p. 29). Disability services could potentially exceed all expectations of meeting student needs if the student had the ability

to give input on the services provided to them. Research has been conducted on student satisfaction of disability related services provided to them, but further research is needed to obtain the students' perspective of on the quality of services provided them. This research sought to understand students' who were enrolled with disability services satisfaction of accommodations and services provided to them by the Office of Disability Services.

Chapter III

Methodology

Context of the Study

This study was conducted at Rowan University in Glassboro New Jersey, formally known as Rowan College. Today, Rowan's more than 14,000 students choose from 85 Bachelor degree programs, 65 graduate programs, 2 doctoral degrees, and 2 professional programs. The university is one of just 56 institutions in the United States with accredited programs in business, education, engineering, and medicine (Rowan University, 2015). Rowan provides a collaborative, learning-centered environment in which highly qualified and diverse faculty, staff, and students integrate teaching, research, scholarship, creative activity, and community service (Rowan University, 2015). Through intellectual, social and cultural contributions, the University enriches the lives of those in the campus community and surrounding region (Rowan University, 2015).

The study took place during the 2015-2016 academic school year. Rowan University's Academic Success Center: Disability Services is a center that ensures the success of Rowan University student body, as well as the disabled student body, and veterans. The Disability Resource Center provides services and accommodations to enrolled students who have disabilities as defined by the Americans with Disabilities Act (Rowan University, 2015). The staff coordinates and ensures accessible classes, use of assistive technology, audiotaped books (when available), examination administration in cooperation with the instructor, as well as other services as deemed necessary (Rowan University, 2015). Students who have learning disabilities are

required to submit documentation from a qualified professional and the documentation must be current within three years (Rowan University, 2015). Also students with learning disabilities are required to take three types of tests: aptitude assessment, achievement assessment, and information processing, which should be included when submitting documentation (Rowan University, 2015). Students with psychiatric and psychological disorders must submit documentation that includes the diagnosis, treatment, and recommendations (Rowan University, 2015). Students with disabilities are provided with many different accommodations and services that include; tutoring, testing services, housing accommodations, service animals, and academic coaching.

Population and Sample

The target population for this study was students with disabilities who were registered with the Academic Success Center: Disability Services. With the assistance of Rowan University's Office of Institutional Effectiveness, Research & Planning a survey was created using Qualtrics, which is an on-line survey software. Qualtrics assisted with distribution of the survey electronically to the sample population, who were students registered with documented disabilities. According to the Office of Disability Services there were 930 students registered with the Office of Disability Services with documented disabilities, in which 497 students participated in the study. All students who were registered with the Office of Disability Services were sent an email, from the director requesting their participation in the study. Students were informed that their responses would be used only for academic purposes (Appendix D). The population consisted of male and female students with documented disabilities, ranging in the ages of 18-26.

Instrumentation

Students registered with the Office of Disability Services were required to complete a disability registration form, sign consent for release of information, and have documentation of their disability (Rowan University, 2015). The instrument used to assess students' satisfaction towards accommodations and services provided by the Office of Disability Services was a cross-sectional survey created from discussions with Shariese Abdullah whose thesis research focused on enhancing engagement of students with invisible disabilities (Appendix F). The instrument was comprised of two sections: Section A included student demographic information (6 items); Section B of the survey consisted of students' attitudes towards faculty, services, and accommodations. A total of 20 items were organized using a Likert scale, reflecting 1=strongly agree and 2=strongly disagree. Before using the survey I obtained permission from researcher Shariese Abdullah from Rowan University (Appendix B).

Before the survey was distributed to students, the director of Disability Services and my academic advisor reviewed it for validity. The instrument validity and reliability is based on the opinions of students who were registered with the Office of Disability Services. The survey was deemed to be valid because students were given questions they could relate to, and students had the ability to eliminate his or herself from the survey at any time. No errors or problems of understanding the questions were reported, and recipients had unlimited amount of time to complete the survey.

Data Gathering Procedures

Prior to the collection of data an Institutional Research Board application was submitted and approved (Appendix A). Verbal permission was obtained from the director

of Disability Services, to use students in this study. An email was sent from the Director of the Disability Services to students who were registered with the Office of Disability Services, requesting their participation with completing the survey (Appendix C). Student subjects were also informed that their answers to the survey would only be used for academic purposes. A survey was distributed to all students with documented disabilities at Rowan University using Qualtrics. The students who choose to participate were informed that their responses and opinion of the accommodations and services provided to them were confidential, and the survey was for academic purposes only. This survey was restricted from students without disabilities to assure the correct feedback of the survey.

Data Analysis

The student survey was analyzed using the Statistical Package for the Social Sciences (SPSS). Statistical Package for the Social Science (SPSS) is a software package used for statistical analysis, which calculated frequencies, percentages, means, and standard deviations. The use of the data were to analyze students with disabilities satisfaction with the accommodations and services provided to them from the Office of Disability Services at Rowan University. There is very limited research on student perceptions and satisfaction towards disability services provided in higher education institutions. All questions were based on disability laws, accommodation policies, understanding of disabilities, accommodation willingness, and treatment of students with disabilities (Abdullah, 2015). As stated by Abdullah (2015), the data were analyzed using descriptive statistics, which included frequencies, means, and standard deviations to analyze whether students strongly agreed or strongly disagreed with items on the survey.

Chapter IV

Findings

Profile of the Sample

This study consisted of one variable group, which is students who attended Rowan University, and were registered with the Office of Disability Services. This variable group consisted of students who had documented invisible and physical disabilities and attended Rowan University. The majority of students surveyed lived with an invisible disability at 78.3%, while 21.7 % of the students surveyed had physical disabilities. There were no limitations to male or female students. All subjects were welcomed to participate in the survey regardless of his or her race, sexuality, or religion.

There were approximately 930 students registered with the Office of Disability Services. Of the 930 survey distributed, 245 responses were reviewed yielding a 26% response rate. According to the student demographic survey, 78.3% or 119 of the students were listed as having an invisible disability, and 21.7% or 33 students were listed as having a physical disability. Table 4.1 represents the number of students and demographic information of the students who participated in the survey; depicted is the gender, age, race, and educational status of the students surveyed. Table 4.1 also corresponds with the number of students who reported to have a physical and invisible disability, which helped to interpret the responses of respondents.

Table 4.1 provides a summary of student demographics and also inquires about the students' knowledge on disability laws. More than half (50.2%) of the students surveyed were unaware of the Americans with Disability Act of 1990. This act protected individuals with disabilities against discrimination. Although there are many students

who have documented disabilities and are registered with the Office of Disability Services, they were unaware of the laws that protect them as an individual.

Table 4.1

Student Demographics (N=245)

<i>Variables</i>	<i>f</i>	<i>%</i>
Gender		
Male	104	43.7
Female	134	56.3
Missing	7	2.9
Educational Status		
Freshmen	41	17.1
Sophomore	65	27.1
Junior	76	31.7
Senior	58	24.2
Missing	5	2.0
Race/ Ethnicity		
African American	51	21.2
Caucasian	126	52.3
Hispanic	30	12.4
Asian American/Pacific Islander	23	9.5
Native American	11	4.6
Missing	4	1.6

Table 4.1 (continued)

<i>Variables</i>	<i>f</i>	<i>%</i>
Do you live with an invisible or physical disability?		
Invisible	119	78.3
Physical	33	21.7
Missing	93	38.0
Are you aware of the Americans with Disability Act of 1973?		
Yes	121	49.8
No	122	50.2
Missing	2	.8

Analysis of the Data

Research question 1. What are the attitudes of students with disabilities regarding the quality of services provided to them from the Office of Disability Services at Rowan University?

Table 4.2 represents student's attitudes towards services and accommodations provided by the Office of Disability Services. Students were requested to select if they strongly agreed or strongly disagreed with the quality of service provided to them. Items are presented using mean scores from most to least positive. Overall, students at Rowan University who are registered with the Office of Disability Services were satisfied with the services provided. The total of 217 (96.9%) strongly agreed with, "The Office of Disability Services provide quality accommodations and services for all students with disabilities." Conversely, a total of 205 (91.9%) of the subjects strongly agreed with the

statement, “The disability services provider has assisted me in developing my self-advocacy skills.”

Table 4.2

Student Attitudes Towards Quality of Services Provided
(1=Strongly Agree, 2=Strongly Disagree)

<i>Statements</i>	<i>SA</i>		<i>SD</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
The Office of Disability Services provide quality accommodations and services for all students with disabilities <i>n</i> =224, <i>M</i> =1.03, <i>SD</i> =.174 Missing=21	217	96.9	7	3.1
The disability services provider has made reasonable efforts to coordinate my accommodations in a timely manner <i>n</i> =224, <i>M</i> =1.04, <i>SD</i> =.207 Missing=21	215	96.6	9	4.0
The disability services provider has reviewed the college’s policies and procedures concerning accommodation request with me <i>n</i> =224, <i>M</i> =1.04, <i>SD</i> =.197 Missing=21	215	96.6	9	4.0
I believe that Rowan University offers a friendly learning environment for students with disabilities <i>n</i> =224, <i>M</i> =1.04, <i>SD</i> =.207 Missing=21	214	95.5	1	4.5

Table 4.2 (continued)

Statements	<i>f</i>	SA	%	<i>f</i>	SD	%
Testing services and accommodations support your academic needs <i>n</i> =223, <i>M</i> =1.05, <i>SD</i> =.226 Missing=22	211		94.6	12		5.4
I would recommend Rowan University to other individuals with disabilities <i>n</i> =224, <i>M</i> =1.06, <i>SD</i> =.243 Missing=21	210		93.8	14		6.3
The staff of Disability Services are sensitive and responsive to your needs <i>n</i> =224, <i>M</i> =1.07, <i>SD</i> =.251 Missing=21	209		93.3	15		6.7
If I have requested help in developing appropriate learning strategies or study skills, the disability service provider has provided me with valuable assistance <i>n</i> =223, <i>M</i> =1.07, <i>SD</i> =.251 Missing=22	208		93.3	15		6.7

Research question 2. Are the services provided to students with disabilities beneficial to their success and completion at Rowan University?

Table 4.3 focuses on students' appraisal of the services provided by the Office of Disability Services. The Office of Disability Services at Rowan University is tightly coupled with the Academic Success Center. The main goal of the Academic Success Center at Rowan University is to offer tools and services to assure students success at the university. Students who are registered with the Office of Disability Services with documented disabilities have access to these services and are encouraged to utilize them. According to Table 4.3, the results indicate that 95.5% of students strongly agreed with the statement, "The overall quantity and quality of services satisfy most of your needs." Moreover, 91.9% of the students surveyed strongly agreed that disability services provided to them assisted in developing self-advocacy.

Table 4.3

Student Attitudes Towards Benefits of Services Provided
(1=Strongly Agree, 2=Strongly Disagree)

<i>Statements</i>	SA		SD	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
The overall quantity and quality of services satisfy most of your needs <i>n</i> =224, <i>M</i> =1.04, <i>SD</i> =.207 Missing=21	214	95.5	10	4.5
The academic accommodations I have received have contributed to my success at Rowan <i>n</i> =224, <i>M</i> =1.06, <i>SD</i> =.243 Missing=21	210	93.8	14	6.3

Table 4.3 (continued)

Statements	<i>SA</i>		<i>SD</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
The accommodations provided are effective to you as a student <i>n</i> =223, <i>M</i> =1.06, <i>SD</i> =.243 Missing=22	209	93.7	14	6.3
The disability services provider has assisted me in developing my self-advocacy skills <i>n</i> =223, <i>M</i> =1.08, <i>SD</i> =.273 Missing=22	205	91.9	18	8.1

Research question 3. What are the attitudes of students with disabilities regarding faculty knowledge and understanding of disability laws and accommodation policies at Rowan University?

Table 4.4 shows data on student attitudes towards faculty at Rowan University, and their knowledge and understanding of the need to accommodate students with disabilities. Items are arranged using mean scores from most to least positive. According to Table 4.4, faculty members at Rowan University understand the importance of access for students with physical disabilities. Results indicate that with the highest importance level of 97.3%, students strongly agreed to the statement, “faculty members at Rowan University understand that students with physical disabilities must have physical access to the buildings on campus.” Results also indicate that 96.4% of students strongly agreed

that, “Faculty members at Rowan understands the educational access laws of Section 504 and the Americans with Disability Act.” The importance of faculty members understanding the laws of students with disabilities helps to provide better assistance to the student. According to Table 4.3, the lowest agreement level (89.3%) was given to the statement, “Faculty members present course content that can be understood by students with diverse learning styles and abilities.”

Table 4.4

Student Attitudes Towards Faculty Understanding of Disability Laws and Accommodation Policies
(1=Strongly Agree, 2=Strongly Disagree)

Statements	SA		SD	
	<i>f</i>	%	<i>f</i>	%
Faculty members understand that students with disabilities must have physical access to building on campus <i>n</i> =225, <i>M</i> =1.03, <i>SD</i> =.161 Missing=20	219	97.3	6	2.7
Faculty members at Rowan understand the educational access laws of Section 504 and the American Disabilities Act <i>n</i> =225, <i>M</i> =1.04, <i>SD</i> =.186 Missing=20	217	96.4	8	3.6

Table 4.4 (continued)

Statements	<i>SA</i>		<i>SD</i>	
	<i>f</i>	%	<i>f</i>	%
Faculty members are willing to make accommodations for students with disabilities <i>n</i> =225, <i>M</i> =1.05, <i>SD</i> =.216 Missing=20	214	95.1	11	4.9
Faculty members include a statement about the rights of students with disabilities on all course syllabus <i>n</i> =225, <i>M</i> =1.06, <i>SD</i> =.242 Missing=20	211	86.1	14	5.7
Faculty members at Rowan understand the process that a student must undergo to document their disabilities <i>n</i> =225, <i>M</i> =1.07, <i>SD</i> =.258 Missing=20	209	92.9	16	7.1
Faculty members understand that they are required to provide reasonable accommodations to students with documented disabilities <i>n</i> =225, <i>M</i> =1.08, <i>SD</i> =.265 Missing=20	208	92.4	17	7.6

Table 4.4 (continued)

Statements	<i>SA</i>		<i>SD</i>	
	<i>f</i>	%	<i>f</i>	%
Faculty members at Rowan understand why accommodations for students with disabilities are necessary <i>n</i> =225, <i>M</i> =1.08, <i>SD</i> =.279 Missing=20	206	91.6	19	8.4
Faculty members present course content that can be understood by students with diverse learning styles and abilities <i>n</i> =225, <i>M</i> =1.11, <i>SD</i> =.309 Missing=20	201	89.3	24	10.7

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This study investigated students' with disabilities satisfaction of services and accommodations provided to them from the Department of Disability Services at Rowan University. The subjects in this study were students registered with the Office of Disability Services with a documented disability. The study probed if the students either strongly agreed or strongly disagreed with survey items focused on the services provided and faculty knowledge and understanding of disability laws and policies at Rowan University. The research in this study concluded that the majority students that are registered with the Office of Disability Services at Rowan University are satisfied with services and accommodations. There is limited research on students with disabilities perceptions and satisfactions rates on the quality of services provided to them, therefore the goal of this study was to capture the student perspective. Shariese Abdullah (2015), conducted a similar study concerning students with hidden disabilities in higher education. Abdullah's (2015) study focused on faculty and student knowledge relating to invisible and other disabilities. This study can provide insight to the administrators of the Office of Disability Services. This study can also provide a better understanding how students perceive the services that are provided to them.

Discussion of the Findings

Research question 1. What are the attitudes of students with disabilities regarding quality of services provided to them from the Office of Disability Services at Rowan University?

Overall the study showed very positive attitudes regarding the quality of services provided by the Office of Disability Services. Kundu et al., (2003) state that the overall percentage rate for support services for students with disabilities are moderate, but can be better. They believe that institutions are falling short when it comes to addressing the unique needs for students with disabilities and providing support services. Two hundred and seventeen (96.9%) of students strongly agreed with the statement, “ The Office of Disability Services provide quality accommodations and services for all students with disabilities.” This statement provides evidence that more than 9 out of 10 students have positive attitudes regarding the quality of services that is being provided to them. Moreover, the findings of the research also suggest that the quantity and quality of the services provided are seen in a very positive light as staff and administrators understand the needs of students with disabilities. Dutta (2001) states, “ the perception of satisfaction derived from and quality of services received by students with disabilities plays a significant role in their achievement of academic goals, transition to work, and the fullest community re-integration” (p. 12). Students’ attitude regarding accommodations and services provided is important to their success. Support services are imperative to the success of students with disabilities. While Abdullah (2015) formed similar results, her study focused more on the students’ importance levels concerning faculty and their understanding of students with disabilities accommodations and needs.

Research question 2. Are the services provided to students with disabilities beneficial to their success and completion at Rowan University?

Results showed that 95.5% of students strongly agreed with the statement, “The overall quantity and quality of services satisfy most of your needs.” Moreover, 93.3% of

the students surveyed strongly agreed that the services provided within the Office of Disability Services helped them by offering valuable assistance in developing appropriate learning strategies and study skills. Again, a high majority of students reported that the staff and administrators of Disability Services are sensitive and responsive to their needs, suggesting that Rowan University is helping students with disabilities succeed academically and socially on campus.

Research question 3. What are the attitudes of students with disabilities regarding knowledge and understanding of disability laws and accommodation policies at Rowan University.

Many results are different from Abdullah's (2015) findings, due to the scaling in my study being different from what Abdullah presented. The survey presented in this study focused on student satisfaction. The majority of students (92.4%) strongly agreed with the statement, "Faculty members understand that they're required to provide reasonable accommodations to students with documented disabilities." Abdullah (2015) concluded, "73.3% of faculty agreed or strongly agreed with the statement faculty members are willing to make accommodations for students with disabilities regarding test taking. This indicated that faculty had an encouraging attitude concerning accommodation willingness, yet their accommodation willingness in certain areas of what they are willing to do is lacking (p. 86). The comparison shows that the perception of students and faculty are different in relation to accommodations. Results also indicated that the majority of students surveyed were not familiar with disability laws at 50.2%. The results of this survey were dissimilar to Abdullah (2015) results. Abdullah (2015) noted students' high expectations for faculty members understanding and

following disability laws at a 69% importance level. Similarly, student agreement levels in the area of accommodation willingness were positive concerning students with disabilities accommodations (Abdullah, 2015). The results from this study showed positive attitudes similar to what Abdullah (2015) found in the areas of satisfaction.

Conclusions

Based on the findings, this study suggests that students at Rowan University who are registered with the Office of Disability Services have very positive attitudes regarding the services and accommodations provided. Students also have positive attitudes with the accommodations received by the staff at Rowan University. Student responses concluded that they strongly agreed with statements such as, “The Office of Disability Services provides quality accommodations and services for all students with disabilities.” This statement shows great satisfaction because it suggests that the majority of students are satisfied the quality of services that is being provided to them.

Most of the results were relatable to a previous study that was completed at Rowan University by Abdullah concerning students with disabilities attitudes towards faculty knowledge and understanding of disability laws, accommodations, and policies. Abdullah’s (2015) study observed faculty knowledge in the areas of: disability laws, accommodation policy, accommodation willingness, understanding disabilities, and interaction and engagement when interacting with students with invisible or all types of disabilities. Although faculty members’ perceptions are important, my study focused more on the needs of students with disabilities. The outcomes provide feedback to the Office of Disability Services on the services provided to student clients. The study was designed to help faculty and administrators understand that all students with disabilities

require a wide range of support services to participate in a competitive educational environment (Dutta, 2001). Accessibility plays a critical role in selection of a higher education institution by prospective students with disabilities (Dutta, 2001). According to the results, 96.9% of students strongly agreed that Rowan University's Office of Disability Services provides quality accommodations and services for all students with disabilities. Lastly, 93.8% of the students surveyed strongly agreed that they would recommend Rowan University to other students who have disabilities reflecting positively on the university.

Overall, the main focus of this study was to gain a better understanding of students with disabilities attitudes regarding the services provided to them. The study focused on the areas of accommodations, services, understanding of disabilities, and faculty interaction, and understanding students with disabilities. Students with disabilities face many obstacles within higher education. Support services and accommodations are crucial for the success of students with disabilities who are obtaining a degree in higher education. According to Kundu et al. (2003), it is imperative that postsecondary students with disabilities be provided with appropriate, adequate, and effective accommodations. Ultimately, this can be accomplished by the delivery of faculty training and support, the use of best practice models, and the implementation of technical assistance programs (Kundu et al., 2003).

Recommendations for Practice

Based on upon my findings and conclusions, I recommend the following:

1. Results indicate that a high percentage of students are unaware and or are not knowledgeable of disability related laws. The Office of Disability Services should

create a seminar for new students who are registered with the Office of Disability Services, to better educate them about disability laws.

2. Rowan University faculty and administrators would benefit from yearly seminars and trainings to learn new and effective methods to implement services and accommodations for students with disabilities.
3. This study showed that there are few students who believe that the disability services provider does not assist them in their self-advocacy skills. Because it is important for students with disabilities to advocate for themselves and communicate with faculty, providers will benefit from learning effective self-advocacy skills to successfully prepare students for the challenges in higher education.

Recommendations for Further Research

Based upon my findings and conclusions, I recommend the following:

1. A study that focuses on the Office of Disability Services providers' perspective on students with disabilities in higher education, and the quality of services provided.
2. A study that focuses on disability laws and the history of the laws. Understanding how the laws are implemented in higher education could be beneficial to researchers.
3. A study that focuses on Office of Disability Services providers' relationship with faculty members and administrators when putting accommodations in place for students.
4. Modify the question in the demographic section (item 5) by adding a space

and giving the option to explain answer to given question.

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Appendix A

Institutional Review Board Approval Form


5/12/2017 Rowan University Mail - Rowan University eIRB: Submission Status Update

Google Apps
@Rowan

Blackwell, Yvonne <blackwely3@students.rowan.edu>

Rowan University eIRB: Submission Status Update
1 message

eIRB@rowan.edu <eIRB@rowan.edu> Tue, Apr 4, 2017 at 2:37 PM
Reply-To: eIRB@rowan.edu
To: blackwely3@students.rowan.edu

 Rowan University

**** This is an auto-generated email. Please do not reply to this email message.
The originating e-mail account is not monitored.
If you have questions, please contact your local IRB office ****

DHHS Federal Wide Assurance Identifier:
FWA00007111
IRB Chair Person: Harriet Hartman
IRB Director: Sreekant Murthy
Effective Date: 4/3/2017

eIRB Notice of Approval

STUDY PROFILE

Study ID: Pro2015000732
Title: Students with Disabilities Satisfaction of Accommodations and Services Provided by Disability Services
Principal Investigator: Burton Sisco **Study Coordinator:**
Co-Investigator(s): Yvonne Blackwell **Other Study Staff:** There are no items to display
Sponsor: Department Funded **Approval Cycle:** Twelve Months
Risk Determination: Minimal Risk **Device Determination:** Not Applicable
Review Type: Expedited **Expedited Category:** 7 **Exempt Category:** 2
Subjects: 497 **Specimens:** 0 **Records:**

CURRENT SUBMISSION STATUS

Submission Type:	Continuation(CR00001385)	Submission Status:	Approved
Report type:	Continuing Report	Study Status:	Active - Closed to Enrollment: Data analysis only (data analysis being performed by or on behalf of Rowan Investigators)
Review	Expedited	Review	There are no items to display

<https://mail.google.com/mail/u/1/?ui=2&ik=s4ad75f177&view=pt&search=inbox&th=15b3a420ced7b4d6&siml=15b3a420ced7b4d6> 1/3

Type:

Approval Date: 4/3/2017

Category:

Expiration Date: 4/3/2018

Pregnancy Code:	No Pregnant Women as Subjects
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Pediatric Code:	No Children As Subjects
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Prisoner Code:	No Prisoners As Subjects
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Financial Disclosure.pdf	0.01
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Protocol: Protocol 3/10/2016 4:39 PM 0.02 Consent:

Protocol .pdf	0.01
Student Survey	0.04

Recruitment Materials:

Alternate
Consent
Form.docx

3/3/2016 8:15 PM 0.01

.pdf	0.01
Support Letter	0.01

Survey	0.01
Consent.pdf	

* Study Performance Sites:

Glassboro Campus

College of Education, Education Hall

There are no items to display

ALL APPROVED INVESTIGATOR(S) MUST COMPLY WITH THE FOLLOWING:

1. Conduct the research in accordance with the protocol, applicable laws and regulations, and the principles of research ethics as set forth in the Belmont Report.
2. **Continuing Review:** Approval is valid until the protocol expiration date shown above. To avoid lapses in approval, submit a continuation application at least eight weeks before the study expiration date.
3. **Expiration of IRB Approval:** If IRB approval expires, effective the date of expiration and until the continuing review approval is issued: **All research activities must stop unless the IRB finds that it is in the best interest of individual subjects to continue. (This determination shall be based on a separate written request from the PI to the IRB.) No new subjects may be enrolled and no samples/charts/surveys may be collected, reviewed, and/or analyzed.**
4. **Amendments/Modifications/Revisions :** If you wish to change any aspect of this study, including but not limited to, study procedures, consent form(s), investigators, advertisements, the protocol document, investigator drug brochure, or accrual goals, you are required to obtain IRB review and approval prior to implementation of these changes unless necessary to eliminate apparent immediate hazards to subjects.
5. **Unanticipated Problems:** Unanticipated problems involving risk to subjects or others must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: <http://www.rowan.edu/som/hsp/>
6. **Protocol Deviations and Violations :** Deviations from/violations of the approved study protocol must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: <http://www.rowan.edu/som/hsp/>
7. **Consent/Assent:** The IRB has reviewed and approved the consent and/or assent process, waiver and/or alteration described in this protocol as required by 45 CFR 46 and 21 CFR 50, 56, (if FDA regulated research). Only the versions of the documents included in the approved process may be used to document informed consent and/or assent of study subjects; each subject must receive a copy of the approved form(s); and a copy of each signed form must be filed in a secure place in the subject's medical/patient/research record.
8. **Completion of Study:** Notify the IRB when your study has been stopped for any reason. Neither study closure by the sponsor or the investigator removes the obligation for submission of timely continuing review application or final report.
9. The Investigator(s) did not participate in the review, discussion, or vote of this protocol.
10. Letter Comments: *There are no additional comments.*

Appendix B
Authorization to Use Survey

February 29, 2016

Shariese Abdullah
Rowan University

Yvonne Blackwell: Permission Granted To Utilize Copyrighted Information

I Shariese Katrell Abdullah, grant Yvonne Blackwell permission to utilize my 2015 copyrighted thesis materials for her thesis research and completion of her thesis. However, Ms. Blackwell can not publish or do further research utilizing my research materials without my permission.

Sincerely,

Shariese Katrell A.

Appendix C
Support Letter



February 23, 2016

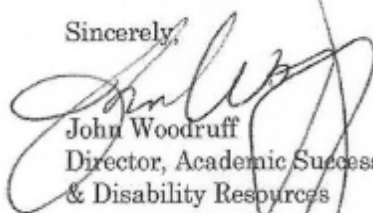
To Whom It May Concern,

May this letter serve as support for Yvonne Blackwell and plan to send her thesis survey this spring to students with disabilities registered with the Academic Success Center.

As Coordinator for Disability Resources at Rowan University I will be collaborating with Yvonne to ensure that her survey is sent out to students with disabilities while maintaining confidentiality.

Please contact me if I can be of further assistance.

Sincerely,



John Woodruff
Director, Academic Success Center
& Disability Resources
Savitz Hall 3rd Floor
Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028

Appendix D

Request for Participation

Dear Participants,

You are invited to participate in this online research survey entitled “Students with Disabilities Satisfaction of Accommodations and Services Provided by Disability Services.” You are included in this survey because you are a student who is registered with The Academic Success Center: Disability Services. The number of subjects to be enrolled in the study will be 930 students.

The survey may take approximately ten minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this online survey. Completing this survey indicates that you are voluntarily giving consent to participate in the survey. The purpose of this research study determine of students are satisfied with the accommodations and services they receive from the Academic Success at Rowan University.

There are no risks or discomforts associated with this survey. There may be no direct benefit to you, however, by participating in this study you may help us better serve and accommodate you and future students with disabilities at Rowan University.

Your response will be kept confidential. We will store the data in a secure computer file and the files will destroyed once the data has been published. Any part of the research that is published as part of this study will not include your individual information. If you have any questions about the survey, you can contact me, Yvonne Blackwell at blackwely3@students.rowan.edu or Dr. Burton Sisco at Sisco@rowan.edu.

Please complete the checkbox below.

To participate in this survey, you must be 18 years or older. ☐

Completing this survey indicates that you are voluntarily giving consent to participate in the survey ☐

Appendix E

Disability Services Needs and Satisfaction Survey

Demographics: Fill out the survey to the best of your ability.

1. What is your age?
2. What is your gender?
 - a. Male
 - b. Female
3. Educational Status
 - a. Freshmen
 - b. Sophomore
 - c. Junior
 - d. Senior
4. Race/Ethnicity
 - a. African American
 - b. Caucasian
 - c. Asian American/Pacific Islander
 - d. Hispanic American
 - e. Native American
5. Do you live with an invisible or physical disability? Invisible disability (e.g. Autism, Learning Disability, Epilepsy, Diabetes, etc.)
 - a. Physical
 - b. Invisible
6. Are you aware of the Americans with Disability Act of 1973?

a. Yes

b. No

Students Attitudes Towards Faculty	Strongly Agree	Strongly Disagree
Faculty members at Rowan understand the educational access laws of Section 504 and the American with Disability Act		
Faculty members understand that students with disabilities must have physical access to building on campus		
Faculty members at Rowan understand the process that a student must undergo to document their disability		
Faculty members understand that there are required to provide reasonable accommodations to students with documented disabilities		
Faculty members include a statement about the rights of students with disabilities on all course syllabus		
Faculty members present course content that can be understood by students with diverse learning styles and abilities		
Faculty members at Rowan understand why accommodations for students with disabilities are necessary		
Faculty members are willing to make accommodations for students with disabilities		

Students Attitudes Towards Services and Accommodations	Strongly Agree	Strongly Disagree
The Office of Disability Services provide quality accommodations and services for all students with disabilities		
The overall quantity and quality of services satisfy most of your needs		
The accommodations provided are effective to you as a student		
The staff of Disability Services are sensitive and responsive to your needs		
Testing services and accommodations support your academic needs		
The disability services provider has made reasonable efforts to coordinate my accommodations in a timely manner		
The academic accommodations I have received have contributed to my success at Rowan		
If I have requested help in developing appropriate learning strategies or study skills, the disability service provider has provided me with valuable assistance		
The disability services provider has assisted me in developing my self-advocacy skills		

The disability services provider has reviewed the college's policies and procedures concerning accommodation request with me		
I believe that Rowan University offers a friendly learning environment for students with disabilities		
I would recommend Rowan University to other individuals with disabilities		

Appendix F

Instrument: Student Survey

Invisible Disability Investigation

Students Participants

Rowan Students With Invisible Disabilities Survey

(Based on Priorities and Understanding of Faculty Members Regarding College Students with Disabilities, Kent State University, 2009).

Participation in this survey is voluntary, and participants are not required to answer any of the questions. Your participation is voluntary and will not affect you academically at Rowan University. All participants must be 18 years old or older and all identities will be kept anonymous and information confidential. This study will be used for academic purposes only. To complete this survey will take from two to five minutes only. By completing this survey you can become an eligible for a Barnes & Noble reward card of \$20.00. At anytime the voluntary participant has the right to discontinue proceedings in the survey. All information is used only for educational purposes, which can benefit the students with invisible disabilities at Rowan University. It would be of benefit to complete all questions. If you have any questions related to or concerning this study, feel free to contact Shariese Abdullah by phone (973) 392-2629, or email at abdull56@students.rowan.edu or Dr. Sisco, thesis advisor by phone at (856) 256-4500 x 3717 email at sisco@rowan.edu There are no known expected risks that can affect any volunteer participant and the participant has the right to disregard any questions at any time.

Directions:

Please use the following scale to rate the IMPORTANCE of each statement. 1 = Very Unimportant, 2 = Unimportant, 3 = Important, 4 = Very Important.

Please use the following scale to rate your AGREEMENT with each statement. 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree.

Thank you for your valuable input.

IMPORTANCE- how important the statement is to you.

AGREEMENT- extent to which you agree the statement represents the general climate/practices at (Rowan University).

Section A: Student Demographic Information Form

SECTION A: Student Demographics

1. What gender are you?

☐ Male

☐ Female

2. What is your current status?

☐ Freshman

☐ Sophomore

☐ Junior

☐ Senior

☐ Graduate

3. Do you live with a physical or invisible disability?

Invisible Disability (e.g. Autism, Learning Disability, Cancer, Epilepsy, or Diabetes)

☐ yes or ☐ no

Physical Disability (e.g. Arthritis, Quadriplegic, or paraplegic) If yes please indicate _____

4. Please indicate your grade point average? _____

5. What is your racial ethnic classification?

☐ Caucasian

☐ African
American

☐ Asian
American

☐ Hispanic

☐ Other

6. Do you live on or off campus?

☐ On Campus

☐ Off Campus

7. What college do you belong to?

☐ Rohrer College of Business

☐ College of Communication & Creative Arts

- ☐ College of Education
- ☐ College of Engineering
- ☐ College of Humanities & Social Sciences
- ☐ College of Performing Arts
- ☐ College of Science & Mathematics
- ☐ College of Graduate & Continuing Education(CGCE)
- ☐ School of Biomedical Sciences
- ☐ Cooper Medical School of Rowan University

SECTION B 1 = Very Unimportant, 2 = Unimportant, 3 = Important, 4 = Very Important. 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree. Thank you for your valuable input.	Importance Rating	Agreement Rating
1. Faculty members at Rowan University understand the educational access laws of Section 504 and the American Disabilities Act (ADA).		
2. Faculty members understand that students with disabilities must have physical access to buildings on campus.		
3. Faculty members at Rowan understand the process that students undergo to document their disabilities.		
4. Faculty members at Rowan understand that students with disabilities are not required to disclose diagnostic and treatment information to course instructors.		
5. Faculty members understand that students must self disclose to Student Disability Services their disabling condition to receive accommodations.		
6. Faculty members understand that they are required to provide reasonable accommodations for students		

with documented disabilities.		
7. Faculty members understand that reasonable accommodations are determined on a case-by-case basis.		
8. Faculty members and students understand that reasonable accommodations do not alter the course content or objectives.		
9. Faculty members at Rowan understand that reasonable accommodations do not give students with disabilities an unfair advantage.		
10. Faculty members understand that reasonable accommodations do not require them to lower their academic standards.		
11. Faculty members understand that reasonable accommodations enable students with disabilities to have the same opportunities as their non-disabled peers.		
12. Faculty members at Rowan know what to do when a student is unhappy with the accommodations provided to him or her.		
13. Faculty members at Rowan understand why accommodations for students with disabilities are necessary.		
14. Faculty members are willing to make accommodations for students with disabilities regarding note-taking (e.g., providing note takers, copies of notes, tape record lectures).		
15. Faculty members are willing to make accommodations for students with disabilities regarding test taking (e.g., providing untimed tests, alternate venues for tests, rephrasing of questions by proctor, or alternate formats for tests).		
16. Faculty members should obtain additional information about a student's disability if he or she does not understand the information or feels excluded.		
17. Faculty members are willing to make accommodations for students with disabilities regarding grading assignments, tests, and papers (e.g., giving partial credit for process even when the final answer is wrong, not grading misspellings, incorrect grammar and punctuation, allowing a proofreader to review work before submission,		

allowing the use of calculators or dictionaries).		
18. Faculty members are willing to allow course substitutions or waivers for students with disabilities.		
19. Faculty members are familiar with assistive technology that can facilitate learning.		
20. Faculty members' academic freedom permits them to decide how they will provide accommodations for students with disabilities in their courses but they should recognize what accommodations are needed within academic and social engagement.		
21. Faculty members understand that students with disabilities are individuals just like all other students and do not share common personality or social traits as a function of disability.		
22. Faculty members use person first language (e.g., "person with a disability" rather than "disabled person") when speaking about a person with a disability.		
23. Faculty members do not hold over generalized stereotypes about students with disabilities (e.g., disability is a constantly frustrating tragedy, all students with disabilities are brave and courageous, all students with learning disabilities are lazy).		
24. Faculty members are careful to protect the confidentiality of students with disabilities.		
25. Faculty members include a statement about the rights of students with disabilities on all course syllabi.		
26. Faculty members provide lecture and course material in a wide variety of formats and media.		
27. Faculty members present course content that can be understood by students with diverse learning styles and abilities.		
28. Faculty members present course content in a well-organized, sequential manner that is paced to account for variations in students' learning styles and abilities.		
29. Faculty members have high expectations of success for all students.		
30. Faculty members design courses that promote interaction and communication among students and between students and instructors to create social engagement.		